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ABSTRACT

Presenting lecture material, an in-class activity, and example transparencies, this paper is the first installment of a 3-part series of lecture/in-class activities that are used to get feedback from students on the effectiveness of teaching strategies in the area of audience analysis and adaptation in the classroom. The paper combines several elements in the area of speech preparation--audience information surveys, demographic traits, situational traits, and adaptation strategies. The lecture in the paper gives students practical and specific guidelines for accomplishing each task. The in-class activity in the paper helps students to assess the demographic traits of the speech audience in a collective manner. An audience demographic data sheet is attached. (RS)

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ED 401 587

"Graphing the Demographics: What is in an Audience?" - An In-class Activity for Prior Audeince Analysis & Adaptation in the Speech Classroom

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Graphing the Demographics: What is in an Audience? An In-Class Activity for Prior Audience Analysis & Adaptation in the Speech Classroom

The lecture material, In-Class Activity and example transparencies enclosed here are the first installment of a three part series of lecture/In-Class Activities that are used to get feedback from students on the effectiveness of teaching strategies in the area of Audience analysis and adaptation in the classroom. The aforementioned makes up the bulk of a paper for next years conference that will discuss a strategy for teaching all three parts of this important phase of speech preparation. It is entitled "Enhancing Basic Public Speaking Skills Through the Use of Creative In-class Activities that Require Thorough Audience Analysis & Adaptation As A Part of General Speech Preparation. The following is an excerpt from the more extensive work in the making that will let you know the specific intentions of the piece:

"At one time or another all of us that teach the basic public speaking course have found ourselves between a rock and a hard place when it comes to teaching the class about the all important concept of audience analysis and adaptation. So what do we do? We discuss and discuss and discuss and end up with speeches in which the student has blatantly taken the audience's view for granted or has ignored it altogether. Many of the leading texts for speech all tell the student how important it is to know your audience, that audience surveys help you get that information and that the information gained must be used in reference to the speech topic so that the speech can be successfully adapted to a specific audience. So why is it that this important part of speech preparation is so often neglected by the beginning speech student? - Our approach.

In reviewing some texts for public speaking that are out on the market I find that they all approach the subject matter conceptually. They put everything in terms of " what the student would do" in order to analyze and adapt to the audience without giving a detailed step by step plan for actually doing so. This aspect though seemingly insignificant causes students to look a this important part of speech preparation as hypothetical "if I was doing this presentation in front of a real audience of people" and in turn gives the student the overall impression that the issues discussed therein in reference to audience analysis and adaptation are not pertaining to the speeches that they prepare for class and therefore should not be given much consideration.

So what I have done is made an original lecture strategy for audience analysis and adaptation before, during and after the speech presentation. It combines several of the elements we all already discuss in this area of speech preparation - audience information surveys, demographic traits, situational traits, and adaptation strategies. Additionally and most importantly this lecture gives the student some practical and specific guidelines for accomplishing each task necessary in this component of speech preparation in an efficient manner - in the actual speech classroom and I will further study the feedback of the students from this strategy to asses its effectiveness as a teaching agent for general speech preparation."

Special Note:

If you do not think you will be a part of next years conference and want a copy of the completed work please give your name and address and I will forward you a copy upon its completion. I also invite any comments as to the content of the paper or any useful sources of research as it is still in the beginning stages for the Process and Post speech analysis segments of the study.

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PHASE - 3
ANALYZING & ADAPTING TO THE AUDIENCE & OCCASION

A Basic Plan to Analyze & Adapt to the Audience & Occasion

1. Interview/Survey the audience members if time permits to find out its necessary demographic and situational traits and their bearing on your specific topic.
2. Analyze the results from the Audience Survey/Interview and record those results on the appropriate Audience Data Sheets (3) for later reference.
3. Adapt to your audience in light of the information gained and take it into consideration *before* the presentation by completing the Plan of Adaptation and by adjusting the specific topic, specific purpose statement and thesis, if necessary, so the speech is *interesting, worthwhile* and *relevant* to your audience.

A Definition of Audience Analysis

1. Audience analysis - is an investigation of the people to whom you are going to speak.

3 Components of the Audience Analysis

1. Prior audience analysis - the stage in which you look at the demographic and situational traits of the audience in reference to the topic you have chosen to speak upon.
2. Process audience analysis - the stage in which you examine the feedback from the audience during the speech.
3. Post speech audience analysis - the stage in which you examine how well the speech was accepted by the audience. Such information can be most useful in preparation stage of future speeches with similar audiences or the same audience.

2 Stages of Prior Audience Analysis

1. Demographic trait analysis - investigates physical characteritics of the audience members that influence a speech topic.
2. Situational trait analysis - builds on the demographic analysis investigating the context in which an audience & speaker interact.

The Demographic Traits of Audiences

1. Age - influences the level of academic and intellectual difficulty that can be used as well as the areas of expertise that can be covered during a presentation.
2. Gender - effects the male or female perspective of the speech and is influenced by the marital status and family composition of the audience members.
3. Religious Orientation - effects the moral interpretation of the material covered in the presentation.
4. Cultural Background - effects the racial, ethnic and life-style interpretations of the topic discussed in the presentation.
5. Group Membership - effects the repercussions the audience members' careers, social and political views and financial status have on its interpretation of a topic.

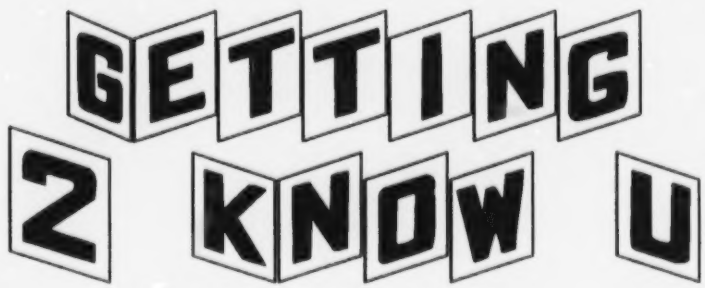
The Situational Traits of Audiences

* 1. Size - the number of people present effects the presentation in that as it increases the more formal the presentation becomes.
* 2. Physical Setting - influences the adjustments made with every aspect of delivery in relationship to the lighting, time of day, temperature and furniture arrangement in the speaking environment.
3. Disposition Toward the Topic - effects the angle with which the topic of speech is dealt in light of the audiences' interest, knowledge and attitude toward the speaker's chosen topic.
4. Disposition Toward the Speaker - effects the way in which the speaker will try to establish credibility in light of the audiences' interest/judgement of in his/her inferences as a speaker, perception of his/her knowledge of the subject area and attitude toward his/her preparation for the speech assignments based on past speech performance and class preparation & performance.
5. Disposition Toward the Occasion - mainly effects the audiences' perception of the speech topic and its appropriateness to the classroom setting, season of the year, affect on current events, the coverage it can effectively receive within the specified time length of the speech presentation and the emotional climate of the audience in reference to the speech.

2 Ways to Gain Audience Analysis Information

1. Interviewing - a thorough but time consuming technique for an audience. (will be discussed in depth later).
2. Survey - the most practical technique if constructed correctly for accurate audience analysis, especially in a speech classroom.

Activity #___ Group #___ Individual ___ Date Assigned __/__/__ Activity Points Earned ____



EXPLANATION:
This is an important activity because these are the people in front of which you will speak the entirety of the semester so the demographic traits of the audience will always stay relatively the same.

OBJECTIVE:
1. To help students gassess the demographic traits of the speech audience in a collective manner.
2. To help students accomplish prior-audience analysis in an effective manner for a formal speech presentastion.

INSTRUCTIONS:

1. As a class respond to the class background questions asked by the instructor buy a show of hands. The instructor will count the number of responses for each question and state those results.
2. Record the results of this group questioning for future reference for speech preparation on your own copy of the Audience Demographic Data Sheet.
3. If you make mistakes when this is done in class make the corrections on this sheet as well as any oither changes necessary as speech day approaches there is another copy of this sheet on page ____ that you will turn in on speech day.

PLEASE NOTE:
This is the only time we will do this analysis in the course so make sure you have completed #2 very carefully.

Use the following activity sheet strictly as practice. You have another copy of it in the speech worksheets section of your workbook for use with the actual final speech presentation

Name _____ Activity #___ Date Due __/__/__ Section #____

ACTIVITY SHEET

Audience Demographic Data Sheet - aids the speaker analyzing the necessary demographic information needed to make appropriate adjustments to the audience's physical characteristics in reference to a particular speech topic.

INSTRUCTIONS: Below the speaker must detail the following information about his/her particular audience and attach a copy to the Formal Outline.

AUDIENCE AGE & INTELLIGENCE

Age Range: Ages from ____ to ____ Student Avg. Age is?____
# of students > 21 yrs old?____ # of students < 21 yrs old?____

Academic Status:

First semester/year?	____	Second semester/year	____
Third semester/year+?	____	Graduating?	____
Transfer students?	____	Readmit students?	____
Degree seeking students?	____	Non-degree seeking?	____
Enrolled Full-time?	____	Enrolled Part-time?	____

Areas of Study:

Agriculture majors?	____	Art majors?	____
Business majors?	____	Communications majors?	____
Education majors?	____	Engineering majors?	____
Foreign lang. majors?	____	Math majors?	____
Medical Science majors?	____	Music majors?	____
Natural Science majors?	____	Psychology majors?	____
Social Science majors?	____	Theatre majors?	____
Undeclared majors?	____	Special concentration?	____

GENDER COMPOSITION & PERSPECTIVE

Gender Composition:

# of Males in audience?	____	# of Females in audience?	____
% of male students?	____	% of female students	____

Family Composition:

Married?	____	Single?	____
Widowed?	____	Divorced?	____
Have children?	____	Do not have children?	____
% of class married ?	____	% of class with children	____

RACIAL, ETHNIC & CULTURAL BACKGROUNDS

National Origins:

Native to the US?	____	Native to this state?	____
Native to this county?	____	Native to this city?	____

Racial/Ethnic Backgrounds: African-American ____ Asian ____ Caucasian ____ European ____ Hispanic____
Other____

* **Life-style Habits:**
How many students smoke? ____ chew? ____ tobacco regularly or don't use it ____?
How many students consume any amount ____ no amount ____ of alcohol?
How many students eat red meat? ____ pork? ____ chicken? ____ fish? ____ regularly?
How many students are vegetarian?____
How many students exercise regularly? ____ (3 to 5 times weekly 40 minutes or more)
How many students monitor the amounts of fats & salts in their diet regularly? ____
How many students fasten their seat belts regularly? ____

RELIGIOUS ORIENTATION & MORAL VIEWS

Religious Background: Agnostic ____ Atheist ____ Baptist ____ Catholic ____ Jewish ____ Methodist ____
Nondenominational ____ Pentecostal ____ Church of God & Christ ____ Other ____

* **Moral Views:**
How many students favor ____ do not favor?____ the capital punishment laws?
How many students favor ____ do not favor?____ the present gun laws?
How many students favor ____ do not favor?____ the prayer in school laws?
How many students favor ____ do not favor?____ the sex education/condoms in school?
How many students favor pro-life? ____ pro-choice? ____ on the abortion issue?

GROUP MEMBERSHIP & FINANCIAL STATUS

Group Memberships:
How many students are _____ are not _____ members of groups outside of work/school/church?
How many students are involved in social _____ political _____ religious _____ groups?
How many students are involved in similar groups _____ varied groups _____?

Political Affiliations:
How many students are registered to vote? ____.
How many students voted? ____ did not vote?____ in the last election?
How many students are democratic?____ republican?____ independent?____ politically?
How many students are conservative? ____ liberal? ____ in their political views?

* **Employment & Financial Status:**
How many students hold a part-time? ____ full-time? ____ job or don't work ____?
How many students income is below ____ equal to ____ above ____ the national average?
How many students have a job that they truly enjoy ____ dislike ____?
How many students feel they will change their present employment from within a year? ____

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Lecture Reference(s) ____ Example # ____ Phase # ____

Audience Demographic Data Sheet

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Demographic Data Example - 5

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Have children?	____	Do not have children?	____
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Native to this county?	____	Native to this city?	____

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